Multimodal resources for initiating repair in second language interactions involving multiple participants

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Research on the use of multimodal resources in participants’ meaning-making practices in different settings, including second language interactions, has been accumulating in the past decade (see e.g. Stivers & Sidnell 2005; Deppermann 2013). While such research has shown how intersubjectivity is established through the interplay of language and embodied actions, less attention has been paid to the role other multimodal resources, such as the use of technology and material objects, play in interaction.

This paper aims to contribute to emerging research in this area by investigating how multimodal resources, including technology and objects, are used for initiating repair. Although different repair phenomena have been studied extensively in conversation analytic work, research on the role of multimodal resources in repair activity is still surprisingly scarce (see however Seo & Koshik 2010). This paper demonstrates how repair initiations are accomplished through the coordination of linguistic and embodied resources, through gestures without accompanying speech or through actions involving use of objects or technology. Our data comes from three different settings: everyday conversation, game playing situations and classroom interaction. The findings show how the ongoing social project, its material and physical surroundings as well as the participation frameworks matter for the activity of initiating repair.

References:


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